
Standardized Testing and Reporting (STAR) Program



**Explaining 2006 Tests to
Parents and Guardians**

**Assistance for School
Districts and Schools**

February 2006

Purpose

The purpose of *Explaining 2006 Tests to Parents and Guardians – Assistance for School Districts and Schools* is to help school district and school administrators and staffs in their efforts to inform parents and guardians about the Standardized Testing and Reporting (STAR) Program for 2006. The communication materials included are designed to ensure that parents and guardians understand which tests in the STAR Program are appropriate for their students, the content tested, and the types of questions students are asked. The materials also communicate to parents and guardians about the use of STAR Program results for:

- Providing yearly information about their student's academic progress.
- Enhancing communication and collaboration with teachers to improve student learning.

Updated information includes "What's New in 2006," questions and answers about the 2006 STAR Program, articles for school/home newsletters, graphic displays of the STAR Program "at-a-glance," sample letters for school district or site use, and parent and guardian brochures.

This packet is divided into two parts as follows:

PART ONE: Assistance for School District and Site Administrators, Teachers, and Parent Leaders

- Part One features information and materials to assist school district and site administrators, teachers, other staff members, and parent leaders responsible for explaining the STAR Program to parents and guardians.

PART TWO: Information for Parents and Guardians

- Part Two includes charts with easy-to-understand descriptions of the tests in the STAR Program, brochures for parents and guardians, instructions for accessing the STAR Program resources on the California Department of Education (CDE) Web site, and a glossary of acronyms for assessment and accountability.

Suggested Uses for Parent and Guardian Information Materials

Suggestions for using, combining, or adapting the information materials provided in parts one and two of this packet are outlined on pages 4 through 6. In order to facilitate the use of suggested documents, text-only versions of these materials can be downloaded from the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. Many of the assistance materials include spaces within parentheses to allow local information to be included. Spanish versions of most of these materials will be posted on the Web site as soon as they are completed.

In addition to the assistance materials included in this packet, more information about and resources for the STAR Program are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr>. If further information is needed, contact the Standards and Assessment Division of the CDE at (916) 445-8765 (phone), at (916) 319-0969 (fax), or at STAR@cde.ca.gov (e-mail).

Suggested Uses for Parent and Guardian
Information Materials

PART ONE: Assistance for School District and Site Administrators, Teachers, and Parent Leaders

Document	Description	Suggested Uses	Suggested Distribution Dates
Standardized Testing and Reporting (STAR) Program: What's New in 2006 (pages 11-12)	Provides a summary of the key changes in the STAR Program for the 2006 administration	<ul style="list-style-type: none"> ■ Provide copies for administrators, teachers, and parent leaders to use in preparing for conferences and other meetings with parents and guardians ■ Distribute copies to staff at staff meetings, in staff mailboxes, and at grade-level and/or department meetings ■ Post copies in the main school office or on staff bulletin boards 	Scheduled distributions prior to and throughout STAR Program testing
Question-and-Answer Documents (pages 13-23)	Three documents providing answers to questions frequently asked by parents and guardians about the 2006 STAR Program, the California Reading List (CRL), and the Early Assessment Program (EAP)	<ul style="list-style-type: none"> ■ Provide copies for administrators, teachers, and parent leaders to use in preparing for conferences and other meetings with parents and guardians ■ Distribute copies to staff at staff meetings, in staff mailboxes, and at grade-level and/or department meetings ■ Post copies in the main school office or on staff bulletin boards 	Scheduled distributions prior to and throughout STAR Program testing
Spotlight on STAR 2006 (Series of articles for school/home newsletters, pages 24-35)	Series of six articles that describe the STAR Program and provide answers to many of the questions asked by parents and guardians	<ul style="list-style-type: none"> ■ Include inserts (or sections of the inserts) in separate school/home newsletters or combine topics, as appropriate ■ Use inserts in student newspapers at appropriate grades ■ Attach copies to regular communications to parents and guardians (e.g., lunch menus, weekly home packets, PTA communications) ■ Post copies in the main school office or on bulletin boards ■ Post copies on the school district/school Web site or distribute through list serve for parents and guardians 	Monthly, through the end of the school year
Sample Principal's Letter Before STAR Program Testing Begins (pages 36-37)	Announces STAR Program testing dates to parents and guardians	<ul style="list-style-type: none"> ■ Add local STAR Program testing dates (including make-up dates) and contact information to the sample letter ■ Attach the appropriate "STAR 2006 Program-at-a-Glance for Parents and Guardians" ■ Post copies on the school district/school Web site or distribute through list serve for parents and guardians 	Prior to STAR Program testing

PART ONE: Assistance for School District and Site Administrators, Teachers, and Parent Leaders (cont.)

Document	Description	Suggested Uses	Suggested Distribution Dates
Sample Principal's Letter Before CAPA* Testing Begins (page 38)	Announces STAR Program testing dates for CAPA to parents and guardians	<ul style="list-style-type: none"> ■ Add local CAPA testing dates (including make-up dates) and contact information to the sample letter ■ Attach the appropriate "STAR 2006 Program-at-a-Glance for Parents and Guardians" ■ Post copies on the school district/school Web site or distribute through list serve for parents and guardians 	Prior to CAPA testing
Sample Principal's Letter Before Aprenda 3** Testing Begins (page 39)	Announces testing dates for the designated primary language test, currently the Aprenda 3, to parents and guardians of Spanish-speaking English learners	<ul style="list-style-type: none"> ■ Distribute to appropriate parents and guardians in a special mailing ■ Use as a handout at a parent information night, scheduled specifically for parents and guardians of English learners 	Prior to Aprenda 3 testing

PART TWO: Information for Parents and Guardians

Document	Description	Suggested Uses	Suggested Distribution Dates
STAR 2006 Program-at-a-Glance for Parents and Guardians (pages 43-45)	Chart for each grade span (elementary, middle, and high school) that gives concise, comprehensive information about the tests that comprise the STAR Program	<ul style="list-style-type: none"> ■ Insert in the school/home newsletter ■ Attach to a principal letter to parents and guardians ■ Attach to the parent and guardian brochures ■ Make transparencies or copies for presentations to parents and guardians ■ Enlarge and post in the main office or other locations where parents and guardians and staff can read the information ■ Post on bulletin boards where students can read the information ■ Attach copies to regular communications to parents and guardians (e.g., lunch menus, weekly home packets, PTA communications) ■ Post copies on the school district/school Web site or distribute through list serve to parents and guardians 	<p>Scheduled distributions prior and up to the beginning of STAR Program testing</p> <p>A handout to use as needed to assist parents and guardians in understanding the tests in the STAR Program and the reports they will receive at the end of summer</p>

*California Alternate Performance Assessment

**Aprenda, La prueba de logros en español, Tercera edición

PART TWO: Information for Parents and Guardians (cont.)

Document	Description	Suggested Uses	Suggested Distribution Dates
Parent and Guardian Guides and Brochure (pages 46-53)	Three guides that provide answers to questions frequently asked by parents and guardians about the STAR Program, the California Writing Standards Test, and the California Alternate Performance Assessment (CAPA). The brochure includes suggestions for parents and guardians for helping their students achieve in school.	<ul style="list-style-type: none"> ■ Insert in the school/home newsletter ■ Attach to a principal letter to parents and guardians ■ Distribute copies at parent/guardian workshops and meetings ■ Attach copies to regular communications to parents and guardians (i.e., lunch menus, weekly home packets, PTA communications) ■ Post copies on the school district/school Web site or distribute through list serve to parents and guardians 	Scheduled distributions prior to and throughout STAR Program testing
Accessing the STAR Program Web Site (pages 54-56)	Provides step-by-step instructions for locating, reading, downloading, and printing the resources found on the California Department of Education (CDE) STAR Program Web site	<ul style="list-style-type: none"> ■ Distribute copies at parent/guardian information meetings ■ Use with parents and guardians at education workshops 	Throughout the year
Frequently Used Acronyms for Assessment and Accountability (page 57)	Includes a list of frequently used acronyms for assessment and accountability along with the full name or term represented by these acronyms	<ul style="list-style-type: none"> ■ Distribute copies at parent/guardian information meetings ■ Use with parents and guardians at education workshops 	Throughout the year

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Part One

**Assistance for
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Introduction to Part One

The primary purpose of Part One is to help prepare school district and site administrators, teachers, and parent leaders for their responsibility to inform parents and guardians about the STAR Program and their student's results of the tests that make up this important program. The following assistance materials are prepared for this purpose in Part One:

Standardized Testing and Reporting (STAR) Program: What's New in 2006

- This document highlights key actions, additions, and other changes related to the tests that make up the STAR Program for 2006 and beyond.

Question-and-Answer Documents

- These series of documents provide answers to common questions of administrators, teachers, and parents and guardians about the 2006 STAR Program and other related topics that include the California Writing Standards Tests, the California Reading List, and the Early Assessment Program.

Spotlight on STAR 2006

- These series of sample home/school newsletter articles address key topics related to the STAR Program and are geared toward the parent/guardian audience. These articles can be used as camera-ready inserts or can be modified to include local information.

Sample Principal's Letters

- Three sample letters are provided to help school principals or other administrators prepare communications for parents and guardians about tests in the 2006 STAR Program and testing schedules before local testing begins.

Word text files also are provided on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> for the school/home newsletter articles and the sample principal's letters. By using the Word text, principals, other administrators, or staff responsible for communicating with parents and guardians can add local information to each document. Spanish translations will be forthcoming for these documents and posted at the same Web site address.

Standardized Testing and Reporting (STAR) Program

What's New in 2006

Tests for English Learners

- The designated primary language test (DPLT) for the STAR Program, beginning spring 2006, is *Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)*, published by Harcourt Assessment Inc.
- Senate Bill 755 now requires all Spanish-speaking English learners, who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish regardless of how long they have been in school in the United States, to take the DPLT (Aprenda 3) in addition to the tests in the STAR Program administered in English.
- Standards-based Tests in Spanish (STS) for English-language arts and mathematics are currently being developed for grades two, three, and four with field testing anticipated for fall of 2006. The tests are to replace the DPLT (Aprenda 3) as each grade becomes operational. The STS blueprints, approved by the State Board of Education, can be viewed at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

New Tests in Science

New tests in science, required by the federal No Child Left Behind (NCLB) Act of 2001, will be operational in grades eight and ten in spring 2006 as follows:

- The Grade Eight California Science Standards Test will assess the grade eight science standards. The Grade Ten California Life Science Standards Test will assess selected content standards from middle school life science and high school biology.
- In addition to the Grade Ten California Life Science Standards Test, most students in grade ten also will take an end-of-course California Science Standards Test for the science course they will complete during the 2005-06 school year.

Students With Disabilities

- Below-level testing is no longer allowed, according to *California Code of Regulations, Title 5, Education*, Section 853(c). All individualized education programs (IEPs) or Section 504 Plans should be reviewed by school districts to remove any below-level testing.
- Results of students who use modifications on the California Standards Tests (CSTs) will not count toward the 95 percent participation rate requirement that is part of the federal Adequate Yearly Progress (AYP) component for NCLB.* School districts, however, must provide students with any accommodations or modifications specified in the IEPs or Section 504 Plans for STAR Program testing.
- The California Alternate Performance Assessment (CAPA) will continue science field testing in spring 2006 at levels I, III, IV, and V for students in grades five, eight, or ten.
- The new California Modified Assessment (CMA), currently under development, will be given to students based on IEP specifications. Allowed by the U.S. Department of Education, the CMA is scheduled for field testing in spring 2007 and will be operational in spring 2008. When fully implemented, the CMA will be added to AYP calculations for up to two percent of the state's students.

Released CST Questions

- Released CST questions from the 2005 administration were posted in December 2005 on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.
- Released questions are to be used in conjunction with the *Guidelines on Academic Preparation for State Assessments*. These guidelines are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

* This also applies to the California High School Exit Examination (CAHSEE), which is used to determine the AYP participation rate for high schools.

Questions and Answers About the 2006 STAR Program

What is the STAR Program?

The Standardized Testing and Reporting (STAR) Program is an important part of the state testing system. Administered annually in the spring, the STAR Program was first authorized in 1997 and reauthorized in 2004 by state law (*Education Code* Section 60640) to measure how well students are learning the knowledge and skills identified in the California content standards.

The STAR Program includes four test components:

- The **California Standards Tests (CSTs)** were developed for California public schools and are aligned to the state content standards.
- The **California Alternate Performance Assessment (CAPA)** was developed for California public school students who have significant cognitive disabilities and cannot take the CSTs and CAT/6 Survey (for grades three and seven) even with accommodations or modifications.
- The **California Achievement Tests, Sixth Edition (CAT/6 Survey)**, administered in grades three and seven only, are nationally norm-referenced tests that measure the achievement of general academic knowledge and provide national comparisons.
- The **Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)**, is a nationally norm-referenced achievement test of general academic knowledge in Spanish for Spanish-speaking English learners.

Who takes the tests in the STAR Program?

All students in grades two through eleven participate in the STAR Program, including students with disabilities and students who are English learners.

In addition to the tests administered in English, all Spanish-speaking English learners who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish regardless of how long they have been in school in the United States, must take the designated primary language test (DPLT), currently the Aprenda 3 (*Education Code* Section 60640).

What is done to assist students with disabilities?

Only students whose parents or guardians have submitted written requests to exempt them from STAR Program testing do not take any tests (*Education Code* Section 60615).

Most students with disabilities take the tests in the STAR Program along with all other students under standard conditions. Some students with disabilities may require testing variations, accommodations, and/or modifications to be able to take the tests. These are listed in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*, which is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test variations are allowed for any student who regularly uses them in the classroom. Accommodations and modifications must be specified in each student's individualized education program (IEP) or Section 504 Plan. The IEPs for students with significant cognitive disabilities, who are unable to take the CSTs or CAT/6 Survey even with accommodations or modifications, specify that they are to take the CAPA. All students are required to take the test for the grade level in which they are enrolled.

Will below-level testing be allowed for the spring 2006 administration?

According to *California Code of Regulations, Title 5, Education*, Section 853(c), below-level testing is no longer allowed. All IEPs should be reviewed in every school district to ensure that any below-level testing has been removed.

What is done to assist students who are English learners?

English learners may use translation glossaries or word lists (English-to-primary language) that do not include definitions or formulas. They also may have the test directions translated for them and ask clarifying questions in their own language. Students who are English learners may be tested separately if such a setting is part of the regular classroom instruction or assessments. These variations are described on the last page of the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*.

When do parents or guardians get their student's results?

Student STAR Program results must be reported to parents or guardians within 20 working days after the school district receives them. STAR Program reports usually are mailed by the school district to the student's home.

Can results from the STAR Program be used to determine if a student should be retained?

A school district may use STAR Program results to help make decisions about student placement, promotion, retention, or other considerations related to student achievement. These test scores should never be used by themselves to make such important decisions. School districts also should consider local assessments, classroom tests, grades, and teacher recommendations in making these decisions.

Can parents or guardians excuse their student from the tests in the STAR Program?

Yes. *Education Code* Section 60615 allows a parent or guardian to excuse his or her student from the tests in the STAR Program. This request must be made in writing and submitted prior to the first day of testing. In addition, the request may specify:

- Which test(s) are to be exempted (i.e., all or some tests).
- The length of time that the parent or guardian request remains in effect (i.e., current year or longer).

Can parents or guardians request to see the tests in the STAR Program?

No. By law (*Education Code* Section 60616), the tests in the STAR Program are secure tests and cannot be seen by anyone other than the parties specified by law (i.e., school board members, legislators). This stipulation helps maintain the integrity of the tests and ensures that the rights of all students are protected. A portion of the test questions used in the CSTs is released each year and posted on the Internet for public viewing. The released questions show the content and types of questions that are included in the CST portion of the STAR Program. These released questions are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Do STAR Program results go on a student's high school transcript?

No. Student results for tests in the STAR Program do not go on the high school transcript unless a parent or guardian signs a release or submits a written request to the school or school district to do so (*Education Code* Section 60641).

How can schools help prepare students for the tests in the STAR Program?

The best way to prepare students for the tests in the STAR Program is to provide classroom instruction and tests that are aligned with the California content standards. Parents and guardians are encouraged to talk with their student's teachers about what the school district, school, and teachers are doing to make sure the content standards are being taught and tested.

Questions and Answers About the California Writing Standards Test (CST in Writing)

<i>What is the CST in writing?</i>	The CST in writing is a writing task (prompt) that is administered as part of the California English-Language Arts Standards Test (CST in English-language arts). The CST in writing requires students to write one essay in response to a writing task. All writing tasks address state English-language arts content standards for writing strategies, writing applications, and written conventions.
<i>Who takes the CST in writing?</i>	All students in grades four and seven who take the CST in English-language arts also take the CST in writing for their respective grade level.
<i>What kind of essay are students required to write as part of the CST in writing?</i>	Although students are required to write one essay, the type (genre) of essay to be administered is not announced ahead of time and depends on the grade level of the test. The types of genres included on the CST in writing remain the same as in previous years. Students in grade four may be asked to write a narrative (story), a response to literature, or a summary of a reading passage. Students in grade seven may be asked to write a fictional narrative (story), a response to literature, a persuasive letter or essay, or a summary of a reading passage.
<i>What is a response to literature? How does this compare to the other types of writing?</i>	A response to literature is a writing task that requires students to read a short literary passage. Students then write an essay that demonstrates their understanding of the passage through an analysis of the characters and/or theme. A summary also requires students to read a passage before responding. Tasks such as narratives and persuasive letters or essays do not require students to read any passages in order to write a response.
<i>Can teachers and parents or guardians see sample writing tasks?</i>	Yes. Writing tasks used in previous STAR Program administrations are posted on the Internet for public viewing. These tasks are available on the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp . Samples for all of the types of essays students may be expected to write also are available.
<i>What changes, if any, should be expected for the CST in writing in 2006?</i>	A few changes have been made to the format and directions on the CST in writing in 2006. The student booklets now include the addition of a blank planning/prewriting page on which students are invited to plan their essays. The prewriting page will not be scored, and the directions will tell students to spend no more than ten to fifteen minutes to plan their writing. In addition, test

	<p>booklets for responses to summary writing tasks have fewer pages than in past years, and modifications have been made to the directions for students on all of the writing tasks to make them clearer. <i>Questions and Answers About the California Writing Standards Test in Grades Four and Seven</i>, which includes a sample booklet with the new prewriting pages and directions, is posted on the CDE Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp.</p>
<p>How much time are students given to write the essay?</p>	<p>The CST in writing is an untimed test. Students are given approximately 75 minutes to read the information, plan the writing, and complete one draft of the essay. Readers who score the essays take into account that each essay is a first draft.</p>
<p>Are teachers allowed to read the prompts or passages to the students?</p>	<p>No. Students are required to do all work independently, including reading any passages.</p>
<p>How are the student essays scored?</p>	<p>Experienced readers, including California teachers, are trained to use specific guidelines (rubrics) to score the student essays. A discussion of the scoring process is found at http://www.cde.ca.gov/ta/tg/sr/resources.asp.</p>
<p>What changes, if any, are happening to the process for scoring the CST in writing?</p>	<p>The process for scoring the writing test is changing in 2006. Instead of two readers scoring each essay, one reader will score each essay. Ten percent of the essays will be read by a second reader. The second reader's score will not be counted but will be used to ensure accuracy of scoring. The score the student receives from the one reader, which can be a 1, 2, 3, or 4, will be doubled to produce the student's overall score of 2, 4, 6, or 8 on the CST in writing. This change in the scoring process will reduce scoring time without negatively impacting score reliability.</p>
<p>Will students receive a "passing" score or a performance-level result for the CST in writing?</p>	<p>No. As in the past, a student's score on the CST in writing will be added to the student's score on the 75 multiple-choice questions on the grade four or seven CST in English-language arts. The combined score then will be placed on a scale, and the scale score will be assigned a CST performance level of advanced, proficient, basic, below basic, or far below basic.</p>
<p>What other resources are available about the CST in writing?</p>	<p>Several teacher guides about the CST in writing are available at http://www.cde.ca.gov/ta/tg/sr/resources.asp on the Internet. These guides contain background information on the writing tests, the writing prompts administered in the previous operational administrations, the scoring rubrics used to score the tests, student responses that illustrate student writing at each score point, and teacher commentaries explaining why the student responses received the scores they did.</p>

Questions and Answers About the California Reading List (CRL)

What is the California Reading List?

The California Reading List (CRL) is a Web-based tool that allows students and their parents or guardians to access lists of book titles organized by levels of reading difficulty. A CRL number identifies the list of books that may be appropriate for a student's independent reading level. Each list includes books that cover a range of subjects, interests, and genres (e.g., fiction, nonfiction, plays, poetry).

Where can I find the CRL number for my student?

The CRL number is included on The STAR Student Report that is sent to parents and guardians annually with individual results of the California Standards Tests (CSTs) and California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).^{*} This number is derived from the student's score on the CST in English-language arts. The CRL number is printed on the lower left side of the back page of The STAR Student Report.

Is the CRL number related to grade level?

No. The CRL numbers, which range from 01 to 13+, correspond to each of thirteen book lists on the Web site. The numbers indicate a progression in the level of difficulty of the reading selections, with CRL 01 indicating the easiest to read books and CRL 13+ indicating the most difficult texts. Multiple book lists are available for each grade level.

Where is the CRL on the Internet?

The CRL can be accessed only on the Internet at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. The specific list for a student and other information about the books on this list (e.g., author, classification, summary) can be viewed on or printed from this site.

How do I know which list is appropriate for my student?

When parents or guardians access the CRL, they first are prompted to identify their student's grade. Next, the CRL number from The STAR Student Report is selected. With these two pieces of information, a list of books that match a student's grade and CRL number is produced. Words or phrases also can be entered in the Keywords box to narrow the search.

^{*} The CAT/6 Survey is given in grades three and seven only.

Once a list of books is produced, a parent or guardian can click on the book title to find more information about each book. The information includes the type of book, its availability (i.e., in or out of print), and a brief description of the content. Some books are designated as NP. This means that at least half of the book is comprised of nonstandard prose. Some examples are poems, plays, songs, and books with incorrect or missing punctuation.

All of this information is prepared to help families decide which books on the list may be appropriate for their students. In making this decision, parents or guardians should take into account their student's interests, independent reading ability, motivation, and level of maturity.

How can the CRL help my student?

Reading and literacy skills are keys to lifelong learning. The more students read, the better readers they become and the better they perform in school. The CRL helps determine which books may be appropriate for students to read outside of school. Parents or guardians can help their students become better readers by encouraging them to read as much as possible.

If I cannot find my student's STAR Student Report, can I use the information on the CRL site?

Yes. It is recommended, however, that parents or guardians work with their student's teacher(s) to help determine the list for each student.

Questions and Answers About the Early Assessment Program (EAP)

What is the Early Assessment Program?

Started in spring 2004, the Early Assessment Program (EAP) is a partnership between the California State University (CSU) system, the California Department of Education, and the State Board of Education. The EAP assessments are administered annually with the California Standards Tests (CSTs). These tests are designed to provide information about the readiness of students in grade eleven for college-level English and mathematics and to facilitate opportunities to improve skills during the senior year.

How can a student participate in the EAP?

Participation is voluntary and does not require any separate registration procedure. Students in grade eleven may participate in the EAP in English (Early Assessment of Readiness for College English) by completing the 15 additional multiple-choice questions included in the test booklet at the end of the section for the Grade Eleven California English-Language Arts Standards Test (CST in English-language arts). A written essay also is required for the EAP in English. Students in grade eleven who take the CSTs in Algebra II or Summative High School Mathematics may participate in the EAP in mathematics (Early Assessment of Readiness for College Mathematics). These students participate by completing 15 additional multiple-choice questions that are at the end of the test booklets for these CSTs. Students in grade twelve are not eligible to participate in the EAP.

Should a student participate in the EAP?

All students in grade eleven who complete the Grade Eleven CST in English-Language Arts and the CSTs in Algebra II or Summative High School Mathematics are encouraged to participate in the EAP if they are planning to apply to a CSU campus. The information from this test can benefit students in the following ways:

- The results provide an early indication of whether a student is ready for college-level English and mathematics.
- The results tell students if they need to take additional coursework or adjust their classes in grade twelve in order to be better prepared for college.
- The EAP results may exempt a student from the CSU placement tests.

- The EAP is not an indicator of CSU admissions or eligibility. Participating in the EAP cannot negatively affect a student's CSU admission or eligibility.

(For more information about CSU admission requirements, visit the CSU Web site at <http://www.calstate.edu/admission/admission.shtml> or http://www.csumentor.edu/planning/high_school/subjects.asp.)

What is tested on the EAP?

The California content standards tested on the EAP are available in documents called test blueprints. The EAP blueprints are available at http://www.calstate.edu/eap/star_tests.shtml.

All of the questions on the EAP in mathematics are in a multiple-choice format. The EAP in English has two parts that must be completed in order to receive a score. The two parts include multiple-choice questions and one 45-minute essay which is administered in a separate session from the CSTs. (Students should check with their schools regarding the essay schedule.) Sample essay prompts with passages, scoring rubrics, and examples of complete essays at each score point are available on the EAP Web site at http://www.calstate.edu/eap/scoring_guides_and_rubrics.shtml.

How are the results for the EAP reported?

The EAP results are reported separately for English (English-language arts) and mathematics:

EAP in English

Results of the EAP in English are based on the 15 EAP multiple-choice questions, selected questions from the Grade Eleven CST in English-Language Arts, and the EAP essay. These combined results are reported in two ways:

Exempt: This indicates that the student scored high enough to be exempt from taking the CSU English Placement Test (EPT).

Non-Exempt: The student did not score high enough to be exempt from the EPT and needs additional instruction in grade twelve to prepare for the EPT and college-level English.

EAP in Mathematics

Results of the EAP in mathematics are based on the 15 EAP multiple-choice questions and selected questions from the CST in Algebra II or the CST in Summative High School Mathematics. These combined results are reported in three ways:

Exempt: This indicates that the student scored high enough to be exempt from taking the CSU Entry Level Mathematics (ELM) placement test.

Conditionally Exempt: This indicates that by successfully completing an approved mathematics experience in grade twelve the student may be exempt from the ELM. If the student does not do any additional coursework and is not exempt on the basis of the tests required for college admissions (i.e., SAT, ACT, Advanced Placement), the student will have to take and pass the ELM.

Non-Exempt: The student did not score high enough to be exempt or conditionally exempt from the ELM. The student needs additional instruction in grade twelve to prepare for the ELM and college-level mathematics.

The EAP results in English or mathematics also may be reported as “Incomplete.” An “Incomplete” designation indicates that the student did not respond to the essay and/or the required multiple-choice questions. Students who receive an “Incomplete” are encouraged to take courses in their senior year that will increase their English and/or mathematics skills in order to be better prepared for the EPT or ELM. These are the tests students may be required to take if they apply to a CSU and are admitted.

What are approved experiences for students in the grade twelve who receive conditionally exempt status on the EAP in mathematics?

A description of approved experiences for students in grade twelve who receive conditionally exempt status in mathematics is available through the Math Success Web site at <http://www.csumathsuccess.org/mshome>. Students must enroll in and successfully complete (i.e., grade C or better, unless otherwise specified) one of these experiences during their senior year or the summer following graduation.

What resources are available in English-language arts?

The CSU system has developed a Web site to help high school students, parents or guardians, teachers, and counselors learn about the EPT requirement and what to do to best prepare to successfully meet this requirement. This English Success Web site can be accessed at http://www.calstate.edu/eap/support_hs_students.shtml.

How do students get their EAP results?

In August, school districts can expect to receive the EAP results in reports that are separate from The STAR Student Reports. These reports are to be distributed to parents or guardians.

How does the CSU system get students' EAP results?

Students in grade eleven, who voluntarily complete the EAP questions, may indicate on their answer documents that they want their test results to be released directly to the CSU system.

How can students and parents or guardians get more information about the EAP?

Students and parents or guardians can obtain more information about the EAP at <http://www.calstate.edu/eap/>.



Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Is the STAR Program? When Does It Happen?

Students at our school will participate again this spring in the Standardized Testing and Reporting (STAR) Program. The STAR Program, an important part of the California assessment system for students in grades two through eleven, was initially authorized by state law (Senate Bill 376) in 1997. In 2004, the STAR Program was reauthorized until 2011.

The purpose of the STAR Program is to measure how well students are learning the knowledge

and skills identified in the California content standards. The content standards describe what students at each grade level should know and be able to do in English-language arts, mathematics, history-social science, and science.

Students in grades two through eleven participate in the STAR Program in the spring of each year. The STAR Program includes the following tests that students at our school will take on the dates listed:

2006 STAR Program Tests	Administration Date(s)	Make-Up Date(s)
California Standards Tests (CSTs) Grade (insert grade) California Writing Standards Test California Alternate Performance Assessment (CAPA) California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) — Grade (insert grade) Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)		

Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

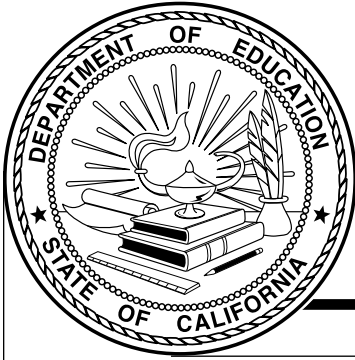
What Is the STAR Program? When Does It Happen?

Most students in grades two through eleven will take the CSTs. Students in grades three and seven also will take the CAT/6 Survey. This test is included with the CST materials and administered during the same window as the CSTs.

In addition to taking the CSTs and CAT/6 Survey, all Spanish-speaking English learners who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish regardless of how long they have been in school in the United States, must take the Aprenda 3 that is administered in Spanish.

Students with significant cognitive disabilities, who are unable to take the CSTs and the CAT/6 Survey, will participate in the STAR Program by taking the CAPA. The CSTs, CAT/6 Survey, and CAPA are given in English.

If you have any questions about the California content standards or STAR Program, please direct them to your student's teacher, counselor, or the school office.



Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

Why More Than One Test?

The California Standardized Testing and Reporting (STAR) Program includes four test components that provide different information for different purposes. These tests are the California Standards Tests (CSTs); the California Alternate Performance Assessment (CAPA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3).

CSTs – Aligned to State Standards

Most students will take the CSTs. Given in English, the CSTs are designed to show how well students are doing with respect to the California content standards. These content standards, approved by the State Board of Education, describe what students should know and be able to do at each grade level. Students in grades two through eleven are tested in English-language arts and mathematics. Students in grades five, eight, nine, ten, and eleven also

take a science test, and students in grades eight, ten, and eleven also are tested in history-social science.

Additional grade eight and ten science tests, designed to meet the federal No Child Left Behind (NCLB) Act of 2001, also are being administered for the first time this year.

CAPA – Assessing Students with Significant Disabilities

The CAPA is taken by students with significant cognitive disabilities who are unable to take the CSTs and CAT/6 Survey even with accommodations or modifications. This test assesses how well students have achieved a subset of California content standards in English-language arts and mathematics. Science questions are being field tested for CAPA science tests that will be given in grades five, eight, and ten in future years.

Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

Why More Than One Test?

CAT/6 Survey – Compared to Nation

Students in grades three and seven also will take the CAT/6 Survey tests that assess the achievement of general academic knowledge in key subjects that are commonly taught in public schools throughout the United States. The CAT/6 Survey tests provide comparisons of the performance of California students to the performance of students throughout the nation.

Aprندا 3 – Assessing English Learners

The Aprندا 3, given in Spanish, tests general knowledge in key subject areas. This test allows the achievement of Spanish-speaking English learners to be compared with the achievement of a national sample of Spanish-speaking students.

Monitoring Academic Achievement

The tests in the STAR Program ensure that information about the academic achievement of all students is collected on a regular basis. This information is critical in evaluating the quality of the education provided for California students. In order to ensure that schools have the most complete information possible, all students need to participate in these tests. By having different

tests, all students are given the opportunity to participate in the STAR Program.

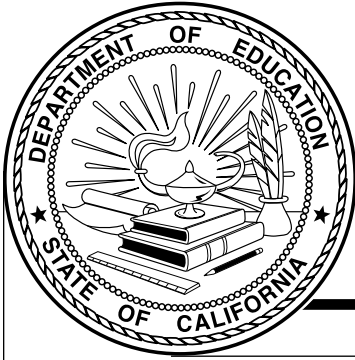
Different Purposes

The test components that make up the STAR Program provide results that can be used for different purposes. Test results:

- Provide parents and guardians with information about their students' progress.
- Are a tool for helping parents, guardians, and teachers work together to improve student learning.
- Help school districts and schools identify strengths and areas that need improvement in their educational programs.
- Allow the public and policymakers to hold public schools accountable for student learning.

STAR Program test results, along with other available information, help school staffs form a more complete picture of students' academic achievement.

If you have any questions about the California content standards or STAR Program, please direct them to your student's teacher, counselor, or the school office.



Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Types of Questions Are on the Tests?

The Standardized Testing and Reporting (STAR) Program tests contain multiple-choice questions, writing tasks, or performance tasks.* The table below outlines the types of questions found on each test in the STAR Program.

choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored.

2006 STAR Program Tests	Type of Questions
California Standards Tests (CSTs)	Multiple choice Writing tasks (grades four and seven)
California Alternate Performance Assessment (CAPA)	Performance tasks
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)	Multiple choice (grades three and seven)
Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)	Multiple choice

Writing Tasks

For the CST in English-language arts, students in grades four and seven answer multiple-choice questions and write a composition or essay in response to a writing task (prompt). Students in grade four may be asked to write a narrative (story), a response to literature, or a

summary of a reading passage. Students in grade seven may be asked to write a fictional narrative, a response to literature, a persuasive letter or essay, or a summary of a reading passage. Each student essay is scored by trained readers. (The criteria used to score the student essays are in

Multiple-Choice Questions

Most of the questions in the tests that are included in the STAR Program are presented in a multiple-choice format. This means students are presented with a question and asked to select the correct answer from four or five possible

* Performance tasks are included only in the California Alternate Performance Assessment (CAPA).

Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Types of Questions Are on the Tests?

the *Teacher Guide for the 2005 California Writing Standards Tests in Grade Four* and *Teacher Guide for the 2005 California Writing Standards Tests in Grade Seven* available at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.) The essay score is combined with the score from the multiple-choice questions to produce the student's overall score for the CST in English-language arts.

All multiple-choice questions and writing tasks for the CSTs are aligned to the California content standards and are tried out on students throughout the state prior to their use on the tests. The CST blueprints identify the specific content standards tested. These blueprints are available at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>.

CAPA Performance Tasks

Students taking the CAPA respond to performance tasks based on a subset of the California content standards in English-language arts, mathematics, and science. The CAPA is individually administered. An examiner directs the student to respond to a question or to perform a task. The examiner then observes and records the student's response.

Security for Fairness

Parents and guardians cannot see the tests in the STAR Program because of security reasons. Test questions are seen only by students when they take the tests. These security measures ensure that the tests are fair for all students and that test questions can be used for more than one year. Parents and guardians are able to review released questions from previous test administrations at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

If you have any questions about the California content standards or STAR Program, please direct them to your student's teacher, counselor, or the school office.



Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

How Do We Help Students Who Need Special Assistance?

All students participate in the STAR Program, including students with disabilities and English learners. Most students with disabilities and English learners take the California Standards Tests (CSTs) under standard conditions. If these students are in grade three or seven, they also take the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), under standard conditions.

Some students with disabilities and English learners, however, may need assistance when taking the tests. This assistance may include test variations, accommodations, or modifications. The purpose of the assistance provided is to enable all students to take the tests, not to give them an advantage over other students or to improve their scores.

The *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* provides a complete list of the variations, accommodations, and modifications that are allowed for tests in the STAR Program. This matrix is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.

Students With Disabilities

Students with disabilities who need special assistance may take the tests in the STAR Program with variations. They also must be allowed to use the accommodations and modifications that are specified in each student's individualized education program (IEP) or Section 504 Plan. These accommodations and/or modifications must match the one(s) used for classroom work throughout the year.

Following are descriptions of the types of test variations, accommodations, and modifications available in the STAR Program for students with disabilities. A student's IEP team may determine that a student with significant cognitive disabilities is not able to take the CSTs and the CAT/6 Survey tests with accommodations or modifications. In this case, the IEP team may specify that the student take the California Alternate Performance Assessment (CAPA).

Test variations, accommodations, and modifications for the statewide assessments, including

Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

How Do We Help Students Who Need Special Assistance?

the STAR Program, have been organized into the following categories:

Test Variations (1)

Eligible students may have test variations if they are regularly used in the classroom. For example, students may be tested separately, have special lighting or adaptive furniture, or use magnifying equipment.

Accommodations (2)

Eligible students shall be permitted to take the test with accommodations if the student's IEP or Section 504 Plan specifies their use on the CSTs and other standardized tests or during classroom instruction and assessment. Accommodations change the way the test is given but do not change what is tested. Examples of accommodations include using large-print or Braille versions of the tests or providing more than one day for a test designed for a single sitting.

Modifications (3)

Eligible students shall be permitted to take the tests with modifications if the student's IEP or Section 504 Plan specifies their use on the CSTs and other standardized tests or during classroom

instruction and assessment. Modifications fundamentally change what is being tested. Examples of modifications include an examiner reading the reading test to the student or a student using a calculator to perform computations on the mathematics test.

English Learners

Students who are English learners also may have certain test variations if these variations are regularly used in the classroom (i.e., a translation glossary or word list). English learners with an IEP or Section 504 Plan may use accommodations or modifications that are written into that plan.

If you have any questions about the California content standards or STAR Program, please direct them to your student's teacher, counselor, or the school office.



Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Kinds of Score Reports Will Parents and Guardians Receive?

All parents and guardians of students who participate in the STAR Program will receive at least one score report that shows how well their students are meeting the state content standards for each subject tested. The school district sends The STAR Student Reports (by mail) to each student's home within 20 working days after the school district receives the reports. This mailing date may be different for each school district; however, parents and guardians should receive their students' results no later than September 29, 2006.

Separate Reports Provided

Parents and guardians receive the California Standards Test (CST) results in The STAR Student Report. For students in grades three and seven, test results for the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), are included on the same report. The California Alternate Performance Assessment (CAPA) results are sent in a separate STAR Student Report.

Parents and guardians of students who take the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3), also receive a separate report of results.

The STAR Student Report

The STAR Student Report provides overall scale scores, performance levels, and content area results for each subject area tested by a CST. Overall scores are reported on a scale ranging from 150 to 600. The CST results for each subject area tested also are reported by performance levels: advanced, proficient, basic, below basic, or far below basic. Each performance level indicates how well a student is achieving the state content standards tested. The state target is for all students to score at the proficient or advanced level on the CSTs.

In addition, all CST results are reported by content areas that describe how a student performs on clusters of standards within each subject area. For example, the six content areas used to report the CST in English-language arts results are (1) Word Analysis, Fluency, and Systematic Vocabulary Development; (2) Reading Comprehension; (3) Literary Response and Analysis; (4) Written Conventions; (5) Writing Strategies; and (6) Writing Applications.

Content area results are reported as percent correct scores and as a graphic that compares

Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Kinds of Score Reports Will Parents and Guardians Receive?

an individual student's performance to that of students throughout California scoring proficient on the CST for that subject area. There are no performance levels assigned to the content area percent correct scores.

California Reading List Number. This number is printed on the lower left side of the second page of The STAR Student Report. Ranging from 01 to 13+, the CRL number links the student score on the CST in English-language arts with a list of books at an appropriate difficulty level for the student. The list is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>.

CAT/6 Survey Scores. For students in grades three and seven, the CAT/6 Survey scores for each subject area tested are reported as percentile ranks. The 50th percentile rank is the national average, and a score between the 40th and 60th percentiles is considered an average score. If a student scores at the 55th percentile, for example, this means the student scored as well as, or better than, 55 percent of the students in a national sample who took the same test in the same grade at about the same time of the year.

Students with Disabilities. Reports for students with disabilities who use modifications when taking the CSTs or CAT/6 Survey tests will note that the student was tested with modifications.

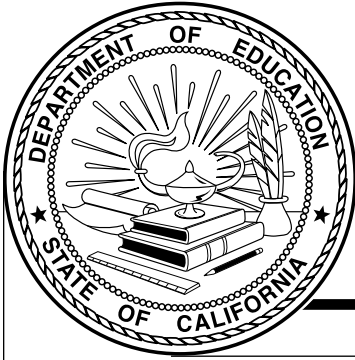
The STAR Student Report (CAPA)

The STAR Student Report for CAPA provides overall scale scores and performance level results for English-language arts and mathematics. Overall results for the CAPA are reported on a scale ranging from 15 to 60. Results also are reported by performance levels: advanced, proficient, basic, below basic, or far below basic. Descriptions of the CAPA performance levels are provided on the student report. These descriptions correspond to the test level or grade span of the CAPA assessment administered to the student.

Aprenda 3 Student Report

The Aprenda 3 Student Report, like the CAT/6 Survey, displays student scores as percentile ranks for each subject area tested. This test compares the scores of Spanish-speaking students to the scores of a national sample of Spanish-speaking students at the same grade level who took the tests.

If you have any questions about the California content standards or STAR Program, please direct them to your student's teacher, counselor, or the school office.



Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

How Are STAR Program Results Used?

The tests in the STAR Program provide results that are used for different purposes. Four major purposes include communicating with parents and guardians, informing decisions needed to support student achievement, evaluating school programs, and providing data for state and federal accountability programs for school districts and schools.

Parent and Guardian Communications

Results for tests in the STAR Program provide parents and guardians with information about their students' progress. The test results are a tool for increasing communication and collaboration between parents or guardians and teachers. Along with teacher report cards and information from school and classroom tests, The STAR Student Report can be used by parents and guardians to talk with teachers about ways to improve their students' achievement of the California content standards. Any discrepancies between report card grades and the scores reported on The STAR Student Report also should be discussed.

Student Support

Schools may use STAR Program results to make decisions about how best to support student achievement. Test results, however, should never be used as the only source of information to make important decisions about a student's education. Results can be used, along with other school and school district reports and teacher-generated information, to (1) make decisions about student promotion or retention and (2) identify students who may be eligible for special programs (i.e., Gifted and Talented Education Program [GATE], Title I, or intervention and remediation programs).

Program Evaluation

Test results help school districts and schools identify strengths and weaknesses in their instructional programs. Each year, school district and school staffs thoroughly examine test results for groups of students for each grade level and subject area tested. Their findings are used to help determine:

- The extent to which students are learning state content standards.

Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

How Are STAR Program Results Used?

- Instructional areas that can be improved to promote better student achievement.
- Teaching strategies that can be developed to address learning needs of students.
- Decisions about how to use available funds to ensure that students achieve the standards.

Accountability

The results are used for state and federal accountability programs that monitor the progress of each school district and school toward achieving established goals.

Results are used to calculate each school's Academic Performance Index (API). The API is a major component of the state's Public School Accountability Act (PSAA) and is used to rank the academic performance of schools, compare schools with similar characteristics (e.g., size and ethnic makeup), identify low-performing and high-priority schools, and set yearly targets for academic improvement.

Results also are used to comply with the federal No Child Left Behind (NCLB) Act of 2001 that requires all school districts and schools to meet specific academic goals. The progress of school districts and schools toward achieving these goals is provided annually in an Adequate Yearly

Progress (AYP) report. Each year, California school districts and schools must meet AYP goals by showing that a certain percentage of students, districtwide and at each school, are performing at or above the proficient level on the California Standards Tests (CSTs) in English-language arts and mathematics and the California Alternate Performance Assessment (CAPA). At the high school level, the California High School Exit Examination (CAHSEE) results for students in grade ten are used in place of the CSTs to make the decisions about whether a school district or school is meeting its AYP goals.

Clearly, the information provided on different STAR reports is very important for school districts and school administrators, teachers, and parents or guardians. By having more than one test, the STAR Program is able to provide the kind of results that are needed for these different purposes.

If you have any questions about the California content standards or STAR Program, please direct them to your student's teacher, counselor, or the school office.

Sample Principal's Letter Before STAR Program Testing Begins

(Insert Date)

Dear Parents and Guardians:

This spring, your student, along with public school students throughout California, will participate in the Standardized Testing and Reporting (STAR) Program that includes the tests listed in the table below. Students at our school will take the tests on the following dates:

2006 STAR Program Tests	Administration Date(s)	Make-Up Date(s)
California Standards Tests (CSTs) Grade (insert grade) California Writing Standards Test California Alternate Performance Assessment (CAPA) California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) — Grade (insert grade) Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)		

Most of our students will take the California Standards Tests (CSTs). Students in grades three and seven also will take California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), which will be included in the same test booklet as the CSTs. Students with significant cognitive disabilities, who are unable to take the CSTs and the CAT/6 Survey, will take the California Alternate Performance Assessment (CAPA). The CSTs, CAT/6 Survey, and CAPA are given in English. Spanish-speaking English learners who have been enrolled in a school in the United States less than 12 months or who receive instruction in Spanish, also will take the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3).

Test results for both the CSTs and the CAT/6 Survey will be sent to each student's home address in one STAR Student Report by **(insert approximate date)**. The CAPA and Aprenda 3 results will be sent in separate reports. Individual results are confidential and will be shared only with parents or guardians and the student's teacher(s).

STAR Program reports provide valuable information about your student's academic achievement. Please plan to keep these reports for use when talking with the teacher(s) about ways to support your student's academic progress.

Contact **(insert local contact information)** during regular school hours if you have questions about the STAR Program or the testing schedule.

Sample Principal's Letter Before CAPA Testing Begins

(Insert Date)

Dear Parents and Guardians:

This spring, your student, along with public school students throughout California, will participate in the Standardized Testing and Reporting (STAR) Program. Federal law requires all students to participate in this state-mandated testing program.

Your student's individualized education program (IEP) specifies that your student will participate in the STAR Program by taking the California Alternate Performance Assessment (CAPA), which will be administered on **(insert dates)**. The CAPA is a test that was specifically developed for students with significant cognitive disabilities.

Test results will be provided in The STAR Student Report for CAPA that will be sent to your home address by **(insert approximate date)**. These individual results are confidential and will be shared only with parents or guardians and the student's teacher(s).

The STAR Student Report for CAPA provides valuable information about your student's academic achievement. Please plan to keep these reports for use when talking with the teacher(s) about ways to support your student's progress in school and for IEP team meetings.

Contact **(insert local contact information)** during regular school hours if you have questions about the CAPA, the STAR Program, or the testing schedule.

Sample Principal's Letter

Before Aprenda 3 Testing Begins

Dear Parents and Guardians:

This spring, your student, along with all California public school students in grades two through eleven, will participate in the Standardized Testing and Reporting (STAR) Program.

The STAR Program includes the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), which are given in English. (The CAT/6 Survey is given in grades three and seven only.)

Your student also will take the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3). The law requires that the Aprenda 3 be administered to all Spanish-speaking English learners who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish.

The test will be given on:

Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)	
Test Date(s):	Make-Up Date(s):

Your student's Aprenda 3 results will be sent home in a report that is separate from the report that includes the CST and CAT/6 Survey results. Student test results are confidential and will be shared only with parents or guardians and the student's teacher(s).

Aprenda 3 and other STAR Program reports provide valuable information about your student's academic achievement. Please plan to keep these reports for use when talking with the teacher(s) about ways to support your student's academic progress.

Contact **(insert local contact information)** during regular school hours if you have questions about the Aprenda 3, the STAR Program, or the testing schedule.

The STAR Program

Explaining 2006 Tests to Parents and Guardians
Assistance for School Districts and Schools

Part Two

Information for Parents and Guardians

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Introduction to Part Two

Part Two includes several camera-ready documents about the 2006 STAR Program that school district and school staffs can print and distribute to parents and guardians. Parents and guardians also can access this information directly by going to the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. The following materials are included in Part Two:

STAR 2006 Program-at-Glance for Parents and Guardians

- Three charts provide a quick overview of the 2006 STAR Program for elementary school (grades two through five), for middle school (grades six through eight), and for high school (grades nine through eleven).

Parents/Guardian Guides and Brochure

- Three two-page guides in a question-and-answer format cover the 2006 STAR Program, the California Writing Standards Tests, and the California Alternate Performance Assessment. In addition, a double-fold brochure describes ways parents and guardians can improve their students' academic performance.

Accessing the STAR Program Web Site

- This document shows parents and guardians or interested community members how to locate, read, download, or print the Part Two materials that are available on the CDE Web site noted above.

Frequently Used Acronyms for Assessment and Accountability

- This listing provides definitions of acronyms that are used in this guide and in other information about state assessment and accountability produced and distributed by the CDE on the Internet.

STAR 2006: Program-at-a-Glance for Parents and Guardians

Elementary School: Grades Two Through Five

Test Name	CSTs	CAPA	CAT/6 Survey	Aprenda 3
Tested Students	California Standards Tests (CSTs)	California Alternate Performance Assessment (CAPA)	California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)	Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)
	All students in grades two through five	Students with significant cognitive disabilities who are unable to take the CSTs and CAT/6 Survey even with accommodations or modifications; participation must be specified in the IEP*	All students in grade three	Spanish-speaking English learners enrolled in a U.S. school less than 12 months or receiving instruction in Spanish
Student Test Exemption	By parent or guardian request	By parent or guardian request	By parent or guardian request	By parent or guardian request
Subjects Tested	English-language arts Mathematics Science (grade five)	English-language arts Mathematics Science, field test (grade five)	Reading Language Spelling Mathematics	Reading Language Spelling Mathematics
Question Type(s)	Multiple choice Writing task (grade four)	Performance tasks	Multiple choice	Multiple choice
Language of Test	English	English	English	Spanish
Content Focus	California content standards	Subset of California content standards	General academic knowledge	General academic knowledge in Spanish
Report to Parents and Guardians	The STAR Student Report	The STAR Student Report for CAPA	The STAR Student Report	Aprenda 3 Student Report
Types of Results on Report to Parents and Guardians	<ul style="list-style-type: none"> ■ Scale scores (150 to 600) ■ CST performance levels** ■ Reporting content area comparisons to student scores at the proficient level on the total test ■ California Reading List Number 	<ul style="list-style-type: none"> ■ Scale scores (15 to 60) ■ CAPA performance levels** 	<ul style="list-style-type: none"> ■ National percentile ranks 	<ul style="list-style-type: none"> ■ National percentile ranks
Results Received by Parents and Guardians	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 5, 2006

* Individualized education program

** Performance levels reported are advanced, proficient, basic, below basic, and far below basic. California's target for all students is to score at proficient or advanced.

STAR 2006: Program-at-a-Glance for Parents and Guardians

Middle School: Grades Six Through Eight

Test Name	CSTs	CAPA	CAT/6 Survey	Apreda 3
Tested Students	California Standards Tests (CSTs)	California Alternate Performance Assessment (CAPA)	California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)	Apreda, La prueba de logros en español, Tercera edición (Apreda 3)
	All students in grades six through eight	Students with significant cognitive disabilities who are unable to take the CSTs and CAT/6 Survey even with accommodations or modifications; participation must be specified in the IEP*	All students in grade seven	Spanish-speaking English learners enrolled in a U.S. school less than 12 months or receiving instruction in Spanish
Student Test Exemption	By parent or guardian request	By parent or guardian request	By parent or guardian request	By parent or guardian request
Subjects Tested	English-language arts Mathematics History-social science (grade eight) Science (grade eight)	English-language arts Mathematics Science, field test (grade eight)	Reading Language Spelling Mathematics	Reading Language Spelling Mathematics
Question Type(s)	Multiple choice Writing task (grade seven)	Performance tasks	Multiple choice	Multiple choice
Language of Test	English	English	English	Spanish
Content Focus	California content standards	Subset of California content standards	General academic knowledge	General academic knowledge in Spanish
Report to Parents and Guardians	The STAR Student Report	The STAR Student Report for CAPA	The STAR Student Report	Apreda 3 Student Report
Types of Results on Report to Parents and Guardians	<ul style="list-style-type: none"> ■ Scale scores (150 to 600) ■ CST performance levels** ■ Reporting content area comparisons to student scores at the proficient level on the total test ■ California Reading List Number 	<ul style="list-style-type: none"> ■ Scale scores (15 to 60) ■ CAPA performance levels** 	<ul style="list-style-type: none"> ■ National percentile ranks 	<ul style="list-style-type: none"> ■ National percentile ranks
Results Received by Parents and Guardians	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 5, 2006

* Individualized education program

** Performance levels reported are advanced, proficient, basic, below basic, and far below basic. California's target for all students is to score at proficient or advanced..

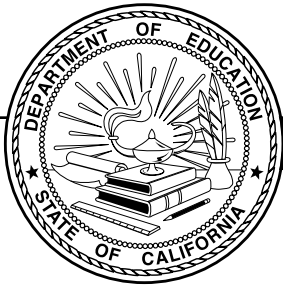
STAR 2006: Program-at-a-Glance for Parents and Guardians

High School: Grades Nine Through Eleven

Test Name	CSTs	CAPA	Apreda 3
Tested Students	California Standards Tests (CSTs) All students in grades nine through eleven	California Alternate Performance Assessment (CAPA) Students with significant cognitive disabilities who are unable to take the CSTs and CAT/6 Survey even with accommodations or modifications; participation must be specified in the IEP*	Apreda, La prueba de logros en español, Tercera edición (Apreda 3) Spanish-speaking English learners enrolled in a U.S. school less than 12 months or receiving instruction in Spanish
Student Test Exemption	By parent or guardian request	By parent or guardian request	By parent or guardian request
Subjects Tested	English-language arts Mathematics (end-of-course) Science (end-of-course) Life Science (grade ten) History-social science (grades ten and eleven)	English-language arts Mathematics Science, field test (grade ten)	Reading Language Mathematics
Question Type	Multiple choice	Performance tasks	Multiple choice
Language of Test	English	English	Spanish
Content Focus	California content standards	Subset of California content standards	General academic knowledge in Spanish
Report to Parents and Guardians	The STAR Student Report	The STAR Student Report for CAPA	Apreda 3 Student Report
Types of Results on Report to Parents and Guardians	<ul style="list-style-type: none"> ■ Scale scores (150 to 600) ■ CST performance levels** ■ Reporting content area comparisons to student scores at the proficient level on the total test ■ California Reading List Number 	<ul style="list-style-type: none"> ■ Scale scores (15 to 60) ■ CAPA performance levels** 	<ul style="list-style-type: none"> ■ National percentile ranks
Results Received by Parents and Guardians	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 29, 2006	Within 20 working days after school district receives them; no later than September 5, 2006

* Individualized education program

** Performance levels reported are advanced, proficient, basic, below basic, and far below basic. California's target for all students is to score at proficient or advanced.



STAR



2006 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the 2006 STAR Program

The tests in the Standardized Testing and Reporting (STAR) Program are an important part of the state assessment system. These tests are administered annually in the spring to measure how well students in California public schools are achieving state content standards. These achievement tests target English-language arts and mathematics in all grades tested. In addition, tests in history-social science and science are given in selected grades.

Educating students is a team effort. Parents, guardians, students, schools, and communities benefit when there is a shared responsibility for learning. To fully participate as part of this team, parents and guardians should have a thorough understanding of the role the tests in the STAR Program play in making sure that all students achieve California's content standards.

Questions and Answers About the STAR Program

Who takes the tests in the STAR Program?

All students in grades two through eleven participate by taking one or more of the following four series of tests that are included in the STAR Program:

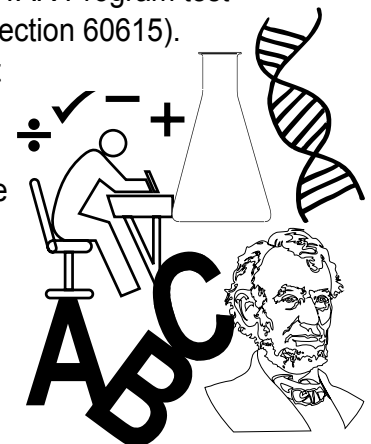
- The California Standards Tests (CSTs), achievement tests developed for California public schools to assess state content standards.

- The California Alternate Performance Assessment (CAPA), tests developed for students with significant cognitive disabilities who are not able to take the CSTs and the CAT/6 Survey.
- The California Achievement Tests, Sixth Edition (CAT/6 Survey), nationally norm-referenced achievement tests, given in grades three and seven only, that measure general academic knowledge and provide national comparisons.
- The Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3), a nationally norm-referenced achievement test of general academic knowledge in Spanish for Spanish-speaking English learners.

Does my student have to participate in the annual STAR Program testing?

Yes. All students must participate unless their parents or guardians have submitted written requests to exempt them from STAR Program testing (*Education Code Section 60615*).

It is very important that all students take part in the STAR Program. Each school must have at least 95 percent of its students participate in statewide assessments in order to meet federal accountability requirements.



Parent/Guardian Guide to the 2006 STAR Program

What is done to assist students with disabilities?

Most students with disabilities take the tests along with all other students and under standard conditions. Some students with disabilities may require testing variations, modifications, and/or accommodations to be able to take the tests. The *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr>.

Can I see sample questions from the CSTs?

Yes. Sample questions from previous CSTs are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

When will I receive my student's STAR Student Report?

Most parents and guardians will receive The STAR Student Reports by mid-September.

What information will my student's report include?

Your student's report will focus on results of the CSTs or the CAPA. When reviewing the report, you first will see scale scores and performance levels for each subject area tested. Performance levels of proficient or advanced indicate that your student is meeting or surpassing the state's target for academic achievement. Performance levels of basic, below basic, and far below basic indicate areas of learning that need improvement.

In addition, The STAR Student Report will include scores for specific content areas within each subject area tested and a California Reading List (CRL) Number. An explanation about all of the information included in your student's report will accompany The STAR Student Report.

What is the California Reading List Number?

The California Reading List (CRL) Number is an index based on each student's score on the CST in English-language arts. Parents, guardians, students, and teachers may use the CRL to access a list of books that are at a student's reading level. The list is available on the Internet at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. You and your student may find this list helpful when selecting books for reading at home.

How are the 2006 STAR Program results used to improve my student's education?

- STAR Program results provide information about each student's progress that is used to help parents or guardians and teachers work together to improve student learning.
- Schools use STAR Program results to help make decisions about how best to support student achievement.
- Along with other available data, STAR Program results also can be used to assist in identifying students for promotion or retention and special programs for intervention or enrichment.

How to find out more...

If you have additional questions about the California content standards or the STAR Program, please direct them to your student's teacher, counselor, or the school office. You also will find answers to your questions about the STAR Program on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. The California content standards can be reviewed at <http://www.cde.ca.gov/be/st/ss>.



STAR



2006 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Writing Standards Test

Each spring, public school students in grades four and seven complete a writing task as part of the California English-Language Arts Standards Test (CST in English-language arts). The California Writing Standards Test (CST in writing) requires students to write one essay in response to a writing task (prompt). State law (*Education Code* Section 60642) added the CST in writing to the Standardized Testing and Reporting (STAR) Program in 2001.

Questions and Answers About the CST in Writing

Who takes the CST in writing?

All students in grades four and seven who take the multiple-choice CST in English-language arts also take the writing test for their respective grade level.

What type of essay are students required to write?

Students in grade four may be asked to write a narrative (story), a response to literature, or a summary of a reading passage. Students in grade seven may be asked to write a fictional narrative (story), a response to literature, a persuasive letter or essay, or a summary of a reading passage.

Where can parents and guardians see sample writing tasks?

Writing tasks used in previous STAR Program administrations have been released for public viewing. These tasks are available on the California Department of Education (CDE) Web site at [http://](http://www.cde.ca.gov/ta/tg/sr/resources.asp)

www.cde.ca.gov/ta/tg/sr/resources.asp. All writing tasks address state writing strategies, writing applications, and written conventions standards that are part of the English-language arts content standards.

How much time are students given to write the essay?

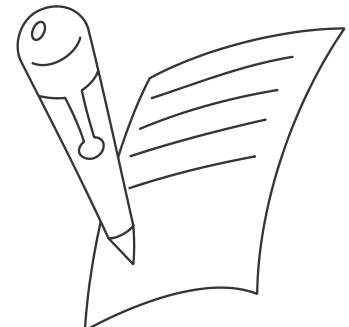
The test is untimed. Students are given approximately 75 minutes to read the information, plan their essays, and complete one draft of the essay. Readers who score the essays take into account that each essay is a first draft.

How are the student essays scored?

Experienced readers are trained to use specific guidelines (rubrics) to score the student essays. These rubrics are included in teacher guides found at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

What are the key traits readers look for to determine the score?

Readers carefully read each essay to determine the level of writing skills the student has shown. For example, readers examine essays to see if ideas and concepts are thoroughly developed and supported with appropriate details. Readers also evaluate the essays for organization,



Parent/Guardian Guide to the California Writing Standards Test

sentence structure, grammar, and mechanics (i.e., spelling, punctuation, capitalization).

What is the “passing” score for the CST in writing?

There is no “passing” score for the CST in writing. The points assigned to the essay are combined with the number of multiple-choice questions answered correctly to produce the score and performance level for the CST in English-language arts. The score on the writing test is also converted to a percent correct, which is reported in the Writing Applications content area on The STAR Student Report.

Helping Your Students Improve Their Writing

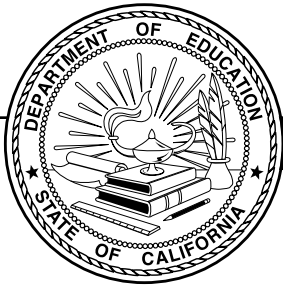
The following are some suggested ways you can help your students improve their writing skills:

- Talk with teachers and administrators about the school’s writing program and the expectations for students’ writing performance. When you share a common understanding of the writing skills your students are being taught at school, you can provide more effective support at home.
- Encourage your students to write – lists, notes, thank-you notes, requests, journals, recipes, book reports, short stories, e-mails, etc. As with any skill, writing improves the more it is practiced.

- For writing assignments, talk with your students about what they are being asked to do and help them list the points to be covered. As your students complete the assignment, point out parts that are written well and ask questions about parts that are not clear. Help your students focus on developing their ideas in their writing before correcting the mechanics (i.e., spelling, punctuation, capitalization).
- Provide your students with the things they need to write. In addition to paper, pencils, and other writing tools, make sure your students have a dictionary and thesaurus, a quiet place to write, and a folder or notebook to keep their ideas, drafts, and other efforts of their writing activities.

How to find out more...

If you have additional questions about your school’s writing program, please direct them to your student’s teacher, counselor, or school office. You also will find answers to your questions about the CST in writing or any tests in the STAR Program on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



STAR



2006 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) is part of the Standardized Testing and Reporting (STAR) Program. This test is a performance assessment for students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) even with accommodations or modifications. (The CAT/6 Survey is given only in grades three and seven.) The goal of this alternate test is to ensure that all California students can participate in the STAR Program.

Questions and Answers About the CAPA

Who takes the CAPA?

The CAPA is taken by special education students with significant cognitive disabilities who are in grades two through eleven or between the ages of seven and sixteen in ungraded programs. The students' individualized education programs (IEPs) also must specify that they are to take the CAPA.

Must all students take the CSTs or the CAPA?

Yes. All students must take the CSTs or the CAPA unless their parents or guardians have submitted written requests to exempt them from the tests (*Education Code* Section 60615). It is very important that all students take part in the STAR

Program, for each school district and school must have at least 95 percent of its students participate in statewide tests in order to meet federal accountability requirements.

How do schools decide if a student takes the CAPA and what level of the CAPA he or she takes?

Each student's IEP team decides if a student takes the CAPA. There are five levels of the CAPA. Most students eligible for the CAPA take the level that corresponds to their grade placement.

Five CAPA Levels Provided

The five CAPA levels are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Parent/Guardian Guide to the California Alternate Performance Assessment

What subject areas are being assessed by the CAPA in 2006?

In spring 2006, students are being assessed in English-language arts and mathematics. Students taking the CAPA in grades five, eight, and ten also will take part in a field test of science performance tasks. The CAPA is aligned to a subset of the California content standards that is appropriate for students taking the CAPA. The subset of content standards identified for the CAPA is posted on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/se/sr/capa.asp>.

Who gives the CAPA and how are the questions asked?

A certificated or licensed school staff member who has been trained in CAPA testing procedures administers the CAPA. The examiner works with students individually. As each student is asked to perform a task, the examiner observes the performance and records the response according to a specific scoring guide.

When will I receive my student's 2006 STAR Student Report for CAPA?

Most parents and guardians will receive the 2006 STAR student reports by mid-September.

What information will my student's report include?

The 2006 STAR Student Report for CAPA will show how well students performed according to a subset of the California content standards in English-language arts and mathematics. Results will show the student's CAPA scale score and performance level for each subject area tested. Performance levels of proficient or advanced indicate the student is meeting or exceeding the state's target for students taking the CAPA. Performance levels of basic,

below basic, and far below basic indicate areas that need improvement.

Using CAPA Results

How are CAPA results used?

The IEP team – including teachers, administrators, parents, guardians, and/or support staff – uses CAPA results each year to help monitor your student's academic progress. The IEP team also uses the results to determine if the student will take the CSTs or the CAPA and, if taking the CAPA, the level of the CAPA that the student will take. The results also are reviewed with other information about student achievement to help make decisions about ways to improve student learning and school programs. In addition, CAPA scores are used, with results of other state tests, to meet state and federal school accountability requirements.

How to find out more...

If you have additional questions about the CAPA or the STAR Program, please direct them to your student's teacher, counselor, or the school office. You also will find answers to your questions about the STAR Program on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

You Can Help Your Students Do Better on Tests

- Visit the school to find out how your student's classroom instruction addresses California's content standards.
- Attend parent/guardian-teacher conferences to find out how well your students are achieving and what they need to do to improve.
- Discuss with your students the importance of going to school every day and doing their best on assignments and tests.
- Ensure that your students have a quiet place to study and that they complete all homework assignments.
- Attend parent/guardian information meetings. Ask about the major tests given to students and other ways academic achievement is measured.
- Know when the major tests, such as tests in the STAR Program, will be given and find out what you can do to help make sure your students are prepared.
- Discuss upcoming tests with your students and try to reduce their pretest anxieties. Reassure your students that the test results will provide useful information about what they know and what they still need to learn.
- Make sure your students attend school on testing days, get a good night's rest, and have breakfast before a big test.

Get Involved

Students do better in school when parents and guardians get involved. In addition to the suggestions already described in this brochure, you can become involved by attending school events, joining parent/guardian groups, and visiting your school's Web site.

You also are encouraged to contact the school for additional information about your student's academic progress and the tests students are taking at your school.

To Find Out More

Additional information on the STAR Program is available on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/sr>.



Standardized Testing and Reporting (STAR) Program

Helping Your Students Achieve

2006

Suggestions for

Parents and Guardians

Parents and guardians play a very important part in their student's education. Encouraging students to do their best in school and showing positive attitudes toward completing school assignments well and on time can positively affect learning. Research about how students learn shows that a great deal can be done at home to increase a student's academic performance.

One question you may have about the Standardized Testing and Reporting (STAR) Program is, "How can I help my students do better on the tests?" The question really is, "How can I help my students do well in school?" What you do at home can make a very big difference in how well your students achieve in school.

Most Important of All

Let your students know how important their work at school is and how interested you are in what they are doing. Talk with them every day about:

- What they did at school
- What homework must be finished for the next day
- What needs to be done on a future project

Suggestions for helping your students in reading, writing, mathematics, and other academic areas follow.

In Reading and Writing

- Listen to your students read and read stories aloud to and/or with them.
- Talk about what you and your students are reading and words they do not understand.
- Have family time when you and your students read a newspaper, magazine, or book.
- Encourage your students to write – lists, notes, thank-you notes, requests, journals, recipes, short stories, etc.
- For writing assignments, talk with your students about what the assignment requires; help them list the points to cover. Take your students to the library or help them use the Internet if more information is needed.
- Set a limit on the amount of time your students watch television. Watch and discuss television programs with them whenever possible.

In Mathematics

- Check with your students every day to make sure homework assignments are completed.
- Attend parent/guardian classes about mathematics to prepare for questions that your students might ask at home.
- Ask questions to show how mathematics is used to help solve problems as you play games, watch television, or prepare to do a home project.

- Show your students how you use mathematics in what you do every day – cooking, shopping, home repairs, or when buying materials to use in crafts, sewing, building projects, etc.
- Help your students read charts or graphs in newspapers and magazines and read maps when going on a family trip. It's important to help your students apply what they are learning.

In Other Academic Areas

Other academic areas, such as science and history, challenge students to use reading, writing, and mathematics skills along with their knowledge about the subject. As your students read about a subject, ask them to tell you about it to reinforce their new knowledge and to use the new vocabulary they learned.

Share your interest in any academic area because students become interested in what is discussed at home. Family trips to museums, special television programs, news about a recent scientific discovery, or important world and local events should be shared and discussed. At times, let your students take the lead in talking about topics of interest to them.

Accessing the STAR Program Web Site: Instructions for Parents and Guardians

The STAR Program provides numerous resources for parents and guardians that are available through the California Department of Education (CDE) Web site. Step-by-step instructions to locate, read, download, or print these resources are provided in this document.

Computer Requirements

In order to access the CDE Web site, you need a computer with an Internet connection and a Web browser such as Internet Explorer, Safari, Netscape, or America Online. Many documents are posted on the CDE Web site as PDF (Portable Document Format) files. In order to open and read the PDF files, you also will need Adobe Reader. Adobe Reader can be installed on your computer free of charge by downloading it from <http://www.adobe.com/> or from the CDE Web site by clicking on the tab entitled "Download Free Readers." This tab is found in the lower right-hand corner of many pages on the CDE Web site.

Accessing the STAR Program Web Site

Step 1: Go to the CDE home page by entering the following into the address line of your Web browser: <http://www.cde.ca.gov/>

CDE Home Page

Step 2: From the CDE home page, go to the STAR Program home page by clicking on “Standardized Testing and Reporting (STAR)” located in the middle of the page under “Highlights.”

Option: To access information about any state test, click on “Testing & Accountability” in the upper menu bar of the CDE home page. On the “Testing & Accountability” page, click on “Testing” located on the left side of the page or click on any specific testing program accessible from this page (i.e., Standardized Testing and Reporting, California High School Exit Exam).

Web Address for STAR Program Home Page:
<http://www.cde.ca.gov/ta/tg/sr/index.asp>

STAR Program Home Page

Step 3: On the STAR Program home page, scroll down and click on “Program Resources.”

Accessing the STAR Program Web Site

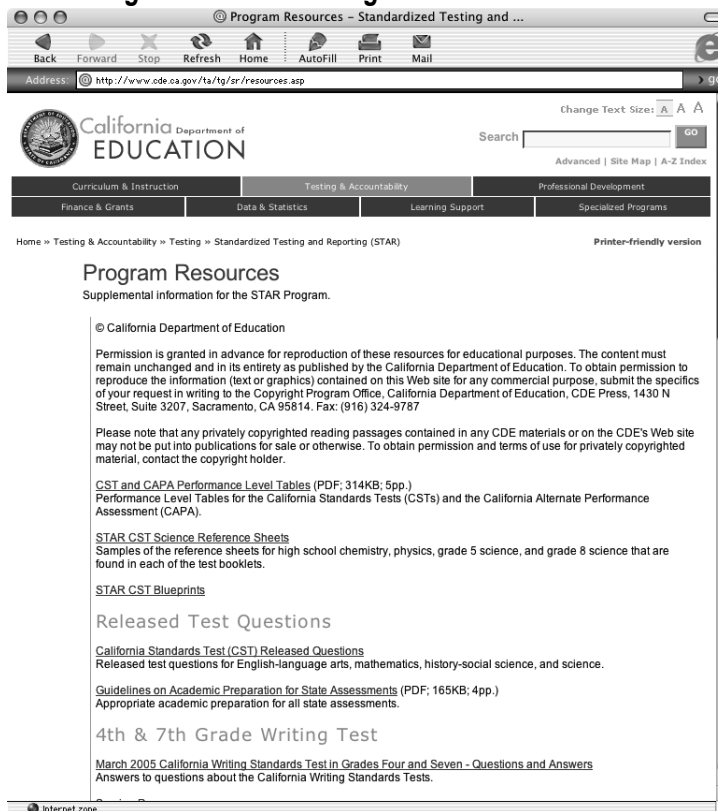
Step 4: The “Program Resources” page has a wealth of information for parents and guardians, including sample released test questions for all grade levels and subjects tested by the California Standards Tests and information and assistance packets that include brochures. Many of these assistance materials are available in both English and Spanish.

To view, download, or print any of the documents listed on this Web page, click on the link indicated by blue font. Some of the Web pages also can be printed by clicking on “Printer-friendly version” located in the upper right-hand corner of the page. The printer-friendly version is a version of the screen or Web page that is not cluttered with menu bars and tabs designed for navigation purposes.

Web Address for the STAR Program Resources Page:

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Note: Any of the pages can be accessed by typing the Web address directly into the address line of the Internet browser. This address is also known as a Uniform Resource Locator or URL.

STAR Program Resources Page

Frequently Used Acronyms for Assessment and Accountability

API	Academic Performance Index
Aprenda 3	Aprenda, La prueba de logros en español, Tercera edición
AYP	Adequate Yearly Progress (required under the federal No Child Left Behind Act of 2001)
CAHSEE	California High School Exit Examination
CAPA	California Alternate Performance Assessment
CAT/6 Survey	California Achievement Tests, Sixth Edition Survey
CDE	California Department of Education
CMA	California Modified Assessment
CRL	California Reading List
CST	California Standards Test
DPLT	Designated Primary Language Test (currently the Aprenda 3)
CSU	California State University
EAP	Early Assessment Program
ELM	Entry Level Mathematics (CSU placement test)
EPT	English Placement Test (CSU placement test)
IEP	Individualized education program
NCLB	No Child Left Behind Act of 2001
PDF	Portable Document Format
PSAA	Public Schools Accountability Act of 1999
SBE	California State Board of Education
STAR Program	Standardized Testing and Reporting Program
STS	Standards-based Tests in Spanish
URL	Uniform Resource Locator